

Bureau of Educational Research

2007-2008 Seminar Series

Presents

Beyond the Usual Suspects: In Search of a More Comprehensive Set of SES Indicators

THURSDAY, FEBRUARY 28

12PM-1:00PM, RM 242 COE

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Studies repeatedly show that socioeconomic status (SES) is among the strongest predictors of academic achievement. Still, the usual SES variables, such as school lunch eligibility or parent occupation, **tell us little about what is actually different about low- and high-SES students' home experiences.**

The Early Childhood Longitudinal Study-Kindergarten Class of 1998-99 offers literally hundreds of **parent-reported variables**, pertaining to:

Parenting practices

Child's Health

School involvement and connections

Parental expectations

Stress regarding finances and family responsibilities

Parental physical and mental health

- ◆ Which of these ECLS-K background measures are the **most powerful predictors of achievement** in mathematics and reading?
- ◆ To what extent do these **factors account for the correlation between SES** (as traditionally measured) **and achievement**, as well as the correlation between race/ethnicity and achievement?

This study answers these questions and informs researchers as to which student background variables they should include and exclude in future studies.

